

Fordham University
Graduate School of Education
Division of Curriculum and Teaching
Lincoln Center Campus
Fall Semester - 2013

CTGE 5534-L04
Beginning Reading and Writing in Inclusive Classrooms

Daily Schedule of Course Topics, Readings, Assessments, and Tasks:

Week 11 – November 21st

- Topic: Vocabulary
- Reading: (29 to 38 pages total)
 - Cecil, “Chapter 7 – Acquiring Word Meanings: The Building Blocks of Literacy” (23 pages)
 - Jigsaw - Read the article/chapter that you chose/was assigned to you in class. The others are optional if not chosen by/assigned to you.
 - McKeown, M. G., & Beck, I. L. (2004). Direct and rich vocabulary instruction. In J. F. Baumann, & E. J. Kame'enui (Eds.), *Vocabulary instruction* (pp. 13-27). New York, NY: Guilford Press. (15 pages)
 - Beck, I. L., McKeown, M. G., & Kucan, L. (2003, Spring). Taking delight in words: Using oral language to build young children's vocabularies. *American Educator*. (six pages)
 - Hart, B., & Risley, T. R. (2003, Spring). The early catastrophe: The 30 million word gap by age 3. *American Educator*. (six pages)
 - Dudley-Marling, C., & Lucas, K. (2009). Pathologizing the language and culture of poor children. *Language Arts*, 86(5), 362-370. (nine pages)
- Tasks:
 - Review the information sheets, templates, and rubric uploaded to the course wiki for the second instructional experience assignment as well as the final “letter” assignment. Have either hard or soft copies with you in class so that you can refer to them as we discuss these in more depth.
 - Observe a primary classroom for 10 to 15 minutes this week with a focus on vocabulary instruction. What are you seeing and hearing? Record low-inference notes as well as your thoughts and feelings in connection with what you have seen and heard.
- Response Blog – Assignment #9:
 - Respond to a classmate's eighth blog post (respond to a post at a blog you have yet to visit).
 - Post a new entry about the above observations.